

## **Appendix E**

### ***PRESENTATION MATERIALS***

- ***Presentation #1 — Slides 1-12***
- ***Presentation #2 — Slides 13-16***



# *Partners for Rural Traffic Safety*

A Project of the  
National Rural Health Association  
and the  
National Highway Traffic Safety Administration



The Partners for Rural Traffic Safety project is a model community campaign developed in partnership between the National Rural Health Association (NRHA) and the National Highway Traffic Safety Administration (NHTSA). It is based on the experiences of 15 rural community demonstration projects, led by local rural health professionals.

The NRHA and NHTSA began this partnership initiative to address traffic safety in rural America, where our death and injury rates are higher and occupant restraint use is lower than in urban areas.

The overall objective of this program is to implement a 30-day campaign to increase seat belt and child safety seat use, encourage and support enforcement of the state's occupant protection laws, and address traffic safety as an important community priority.

This program offers a process specifically tailored to meet the needs of rural communities. It is designed to make the campaign interesting, meaningful, successful, and FUN!

## *Partners for Rural Traffic Safety* Uses a Community Development Approach

Community Development - A process which attempts to infuse a proper sense of loyalty and identification in people to develop formal mechanisms encouraging cooperation in the pursuit of common goals

A Community Development approach allows local values to be reflected in selecting issues to address, respond to, and community values to be expressed in the response. In terms of response, communities can be punitive (punishment based), or nurturing (encouragement based) or a combination of the two.

Broad-based community participation is vital to the success of the project. We must use the assessment process to allow people to describe and express their values. Formal mechanism (a structured process) refers to the establishment of the Community Partner Team. The team represents the first line of community involvement with several community sectors identified: Health care, education, business, law enforcement, faith and general community.

The common goals are reflected in the intervention activities.

## *Community Development in Traffic Safety*

- ★ Traffic Safety is a Public Concern
- ★ Process Vs. Advocacy Approaches
- ★ Involvement During Vs. After the Fact
- ★ Ownership Leads to Support



- **Traffic safety is a public concern**—The motor vehicle injury problem affects all Americans. A private issue becomes a public issue when the actions of an individual or group of individuals have a spill over effect on others. Someone going through the windshield because they thought it was “their right to choose whether to use a seat belt or not” and suffering serious head injuries which costs a lot of money spills over and affects us all. It affects us through higher insurance premiums (both health and auto), time spent investigating the crash (loss of police effort in other areas of crime), disruptions in daily life (replacement of workers, loss of education time when a student is killed and grief counselors must be brought in). It is a public concern. It is estimated that, on average, every American bears a \$580 per year burden in the costs of motor vehicle crashes.  
[ANSWER Quiz Question #4 here.]
- **Process versus advocacy**—A public concern is resolved by either an advocacy (yes or no type voting or laws) or a process model (consensus building). This is a process model.
- **Involvement before rather than after the fact**—Using a process model like Partners for Rural Traffic Safety involves people before decisions are made; people get to help prescribe the resolution.
- **Ownership leads to support**—If people see their opinions and attitudes reflected in the projects and programs they helped to create, they will support them.

## *Traffic Safety Economic Impact Makes it a Public Affair*

- ★ Medical Care
- ★ Property Damage
- ★ Lost Productivity
- ★ Insurance Costs
  - Private & Government Sponsored
  - Workmen Compensation
    - Auto
- ★ Legal Costs

Look at all the ways this issue hits each of us in the pocketbook. It concerns everyone in the community.

Also, refer to Question #9 of the Quiz.

## *Community Development Traffic Safety Functions*

- ★ Collaboration / Partnership Building
- ★ Public Education
- ★ Local Decision Making
- ★ Support for strong state traffic safety laws
- ★ Needs Assessments
- ★ Planning
- ★ Program / Project Development

- **Collaboration and partnership building**—Broad-based community development requires that different sectors of the community work together to achieve desired goals and effectively reach out to people for participation.
- **Needs assessments**—Data and information are needed to bring people together to decide what changes might occur.
- **Planning**—This is where community values are expressed in response to perceived problems.
- **Program and project development**—Describes what you are going to do about your traffic safety issues during the 30-day campaign.
- **Public education**—Informing both individuals and the community about relevant facts and issues.
- **Local decision-making**—Community development puts the focus and responsibility among local partners.
- **Support for strong state traffic safety laws**—If you know what your community wants and desires, you can encourage changes to state laws that affect your local community.

## *Practical Approaches to Citizen Involvement*

- ★ People have a right to participate in public affairs
- ★ Informed people will make good decisions
- ★ Adults learn best by doing
- ★ Problems and solutions are local
- ★ Planning is a learning experience
- ★ Beware of community self-deception
- ★ Reduce the risks of citizen involvement

Because we want to involve citizens, we need to be aware of how they feel about participation in public life.

- **Right to participate**—Traffic safety is a public concern that, in a democracy, means that all citizens can participate in the process.
- **Informed people**—In a free society, we believe that citizens, if given adequate information and resources, can make the proper choice in decision making. Your community knows what is best for your community.
- **Adult learning**—If you want informed and educated people they should be actively involved by conducting assessments, participating as members of assessments and developing strategies.
- **Local issues**—The traffic safety problems that we want our residents to focus on are local. People are more likely to participate in public life when the issue revolves around things they know through everyday activities. Keep people focused on things they can see and touch, and they will assume responsibility for solving problems locally.
- **Planning**—You don't need to be a traffic safety expert to create the 30-day campaign plan. You can learn the issues and resources as the process model unfolds. (ANSWER TO QUIZ QUESTION #7. - There are, however, experts from your state and federal governments, along with NRHA, available to help you.)
- **Self-deception**—You need to deal with the community's perception (not necessarily reality) first. That is why the visioning meeting is important.
- **Reduce risks**—Keep your activities and meetings informal. People are more likely to participate in non-threatening environments.

## *Partners in Rural Traffic Safety Process Model*

- ★ Community Partner Team Orientation and Training
- ★ Assessment (attitudes and facts)
- ★ Research and Selection of Project Interventions
- ★ Gather Resources
- ★ Implement 30-Day Campaign
- ★ Evaluate Impact of Intervention

These are the steps in the process model.

- **Orientation** is Community Partner Team meeting #1.
- **Training** in conducting the Visioning Meeting assessment is Community Partner Team meeting #2.
- The Community Visioning **assessment** is Community Partner Team meeting #3.
- Community Partner Team meetings #4 and #5 deal with selecting interventions (planning and **gathering resources**).
- **Implementation** is actually doing the campaign.
- **Evaluation** is the index of seat belt use change in the community or any other measurable changes you may choose to assess (see chapter 9).

## *Scope of Traffic Safety Activities*

- ★ Seat Belts
- ★ Child Safety Seats
- ★ Unrestrained Pick-Up Truck Occupants
- ★ Pedestrian Safety
- ★ Bicycle Safety
- ★ Motorcycle Safety
- ★ Impaired Drivers
- ★ Air Bags
- ★ Aggressive Driving
- ★ Traffic Safety Legislation and Enforcement
- ★ Older Drivers, Drowsy Driving

Here are many of the traffic safety issues in which your community may choose to become involved. All of these concerns may be addressed through this process.

This overhead gives you the opportunity to:

- ANSWER Quiz questions # 5 - prior to slide.
- ANSWER Quiz questions #3 and #16 under bullet labeled **seat belts**.
- ANSWER Quiz questions #6 and # 8 under bullet labeled **child safety seats**.
- ANSWER Quiz question #13 and #15 under bullet labeled **unrestrained pickup truck occupants**.
- ANSWER Quiz question #8 and #11 under bullet labeled **air bags**.

# *Key Areas for Traffic Safety*

- ★ Education
- ★ Engineering
- ★ Enforcement



These are called the Three E's of Traffic Safety. All three of these factors need to be addressed to deal with traffic safety issues.

- **Education**—Refers to informing people about the traffic safety issue and giving them advice and guidance on how best to keep themselves and their families safe and injury free.
- **Engineering**—This deals with the design of vehicles and safety standards set by the federal government. Locally, for your community, it also refers to the condition of roads, warning signs and signals, dangerous intersections, sharp blind curves or stops.
- **Enforcement**—This refers to local police enforcing all applicable state laws. Laws without enforcement are not respected and thus not followed. Strong state laws send a message to the public that this is an important issue and aggressive enforcement is warranted.

State seat belt laws are either primary (standard) or secondary.  
(ANSWER to Quiz question #1.)

- **Primary law**—The driver can be stopped specifically for not wearing the seat belt or having an unrestrained child. All state child passenger safety laws are “primary” enforcement.
- **Secondary law**—The police must see another traffic violation and pull a person over for that reason before they cite them for a seat belt violation. Most states seat belt laws are secondary enforcement.

NOTE: Several of the demonstration and replication communities got their local state senators and representatives to promote changing the seat belt laws from secondary to primary in their legislative bodies.

## *Crashes are NOT Accidents*

Accidents imply a random  
unpredictable event



During your *Partners in Rural Traffic Safety* activities, you are strongly encouraged to eliminate the word **accident** from your vocabulary, especially as it relates to a vehicle crash. You should use the word **crash** in place of **accident**.

Why? Because most crashes have a reason for occurring. The word accident implies that the “hand of Fate” or circumstances beyond people’s control caused the event. The speed of the vehicle, weather conditions, condition (impaired?) of the driver, and time of day or night, have been associated with crashes. Given these data, the **crash** has predictable trends and therefore is **no accident**.

## *“Just the Facts, Ma’am”*

Data Availability

Local Knowledge

Building a Reporting System



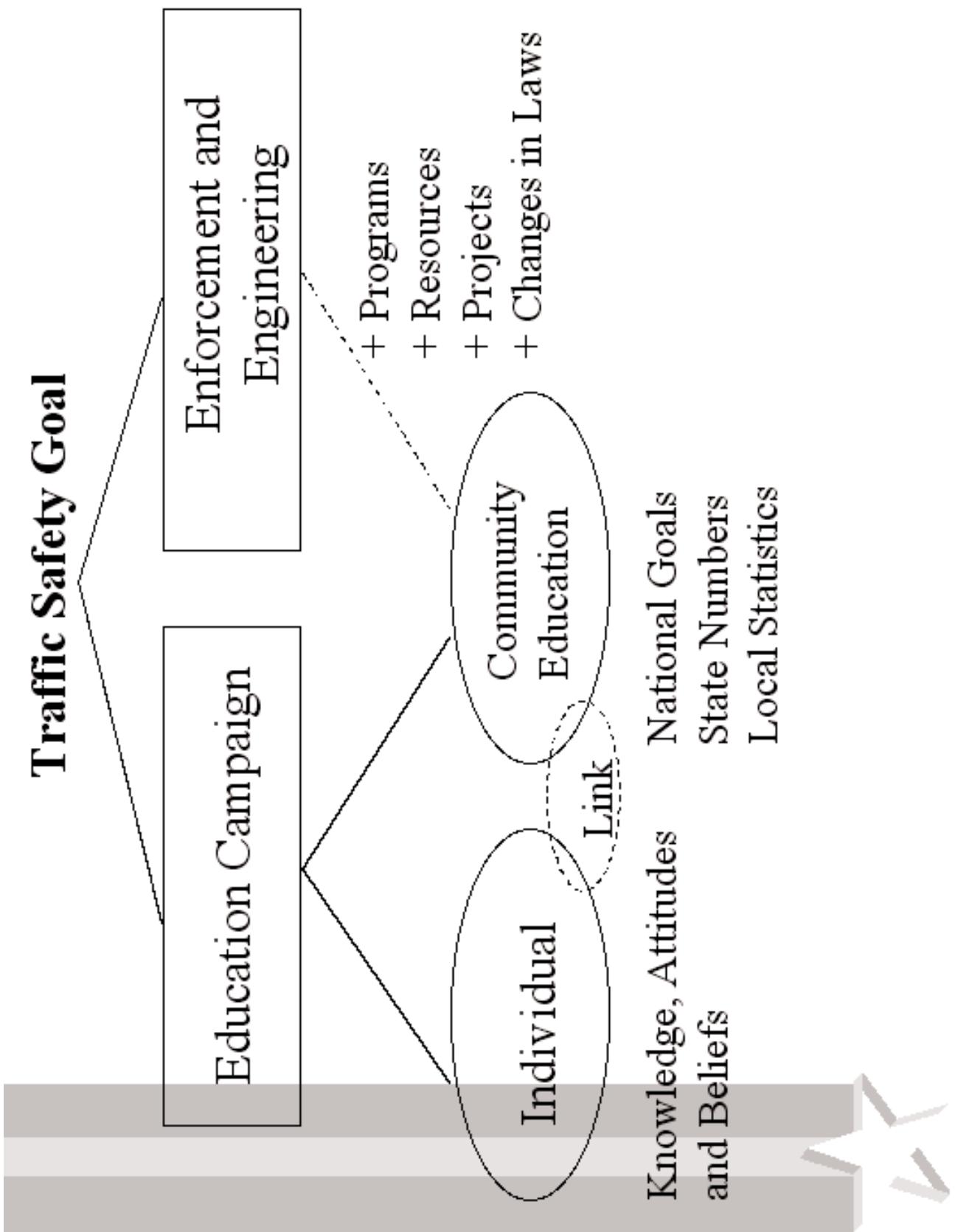
- **Data availability**—See Chapter 7 for details of data about:  
Location of crashes in your Community
  - Age of driver
  - Time of day
  - Day of week
  - Time of year
  - Hospital cost data
  - Citation data
  - Seat belt use data
- **Local knowledge**—Community Partner Team members and community residents know the trouble spots and times.
- **Building a reporting system**—Data collected over time will more likely show the influence of your efforts. Trends and changes which are measurable allow you and your community to set traffic safety goals based on data..

## *Psychological Factors Contributing to Resistance to Change*

- ★ Individualism      ★ Denial and  
and Freedom of      Distortion
- Choice
- ★ Fatalism
- ★ Respect
- ★ Cognitive  
    Dissonance
- ★ Pragmatism

These are the reasons most people who don't use seat belts justify their choice. Your Community Partner Team needs to be aware of these barriers in changing seat belt habits. Many of the resource materials are directly targeted to combating these contributors to resistance to change.

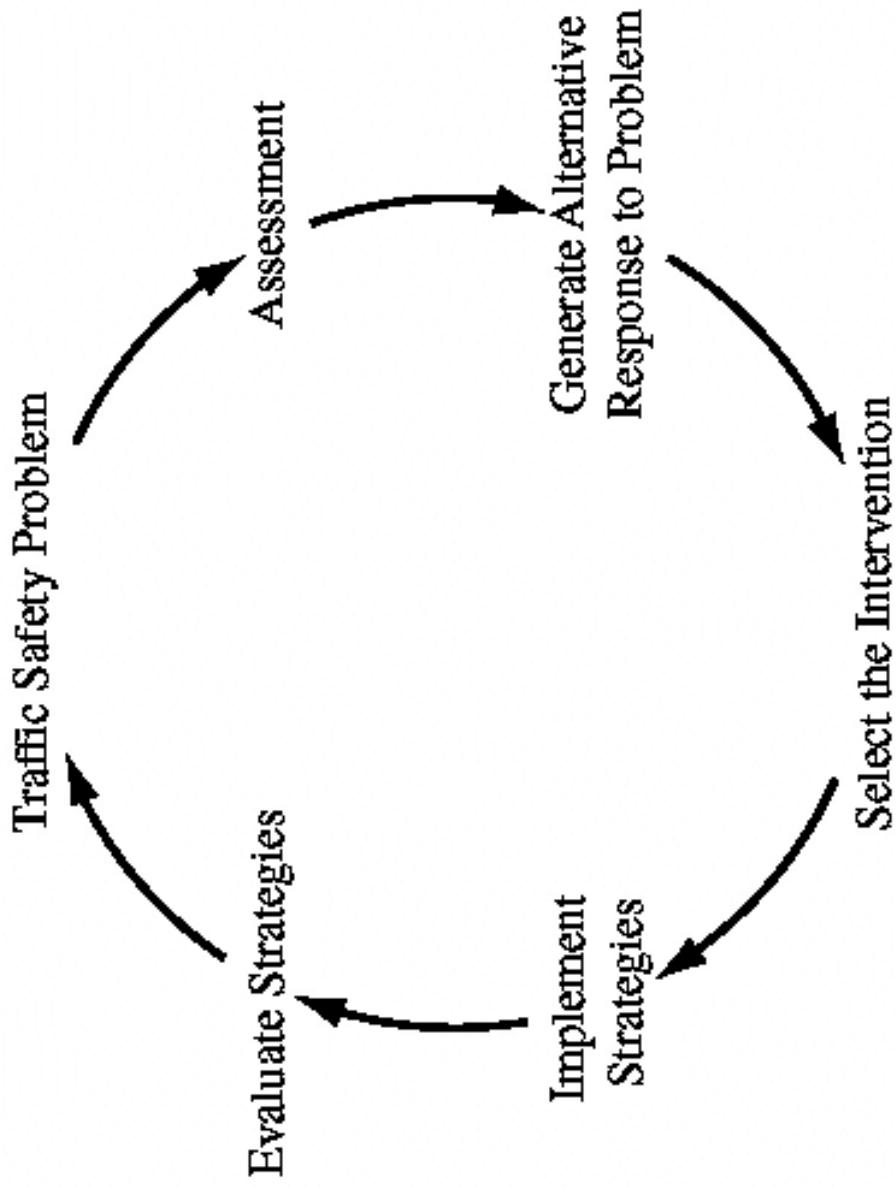
- **Individualism and freedom of choice**—This refers to the people who believe seat belt use should not be mandated, but should be a matter of personal choice. They believe the government is intruding in their personal life. They don't believe this is a public concern.
- **Respect**—This refers to respect for the law. These people believe respect, even for the law, is something that must be earned and cannot be commanded. Especially in states that have secondary seat belt laws, people say, “they (government) don't think it is important enough to be primary,” so it is perceived as a “suggested activity.” Respect also applies to the even application of law, “Do all drivers get cited for violations or is it more kids?” If people don't believe a law applies to all citizens evenly, they lose respect and become resentful.
- **Pragmatism**—Many people say that if the law was better enforced and the penalty made greater, they would, with resentment, regularly buckle up. The reason for this is simple economics. Higher fines and insurance costs affect choice. (ANSWER to Quiz Questions # 3, #4 and #7) In practical terms, \$10 is not a deterrent.
- **Denial and distortion**—This deals with the belief that it will simply “not happen to me,” or “I'm a good driver.” Further, when horrible displays of crunched vehicles and people in wheelchairs are used as stimuli for getting people to buckle up, many say, “I'd rather be dead than be in a wheel chair.” Also, research has revealed that the prospect of being confined to a wheelchair is so abhorrent, that folks simply “block” their emotional responses to such an image. The Community Partner Team could turn this type of message around. Instead of displaying a crashed car in which someone died, display a crashed car in which someone survived or walked away because he or she was wearing a seat belt.
- **Fatalism**—These are the people who believe “when it is your time to die, there is nothing you can do.” This refers to earlier information about “crashes are not accidents.”
- **Cognitive dissonance**—Many people have difficulty reconciling the message, “seat belts save lives” with their personal experiences, as well as with information they have obtained from family, physicians, law enforcement and emergency medical technicians. This relates to statements like “he survived because he was ejected from the vehicle,” and “he drowned with his seat belt on.” These types of anecdotal messages from trusted people confuse the fact that your chances of surviving a crash are greatly increased by wearing a seat belt.



This overhead deals with the response to any traffic safety problem. At the top you have the goal that addresses the problem. You have two avenues to approach the goal.

- **Education**—When approaching from the education side, note that messages are directed to both the individual and the community as a whole. When dealing with the individual, you must concern yourself with that person's knowledge of the problem and his or her attitudes and beliefs about the problem. These relate to the barriers just covered. To change perceptions you must support your arguments with information and facts. At the community level, you should use data to inform the community about where it stands on safety compared to other sites (see chapter 7 for data sets).
- **Enforcement and engineering**—The enforcement and engineering changes are different from education. They relate to those changes (projects programs, resources and changes in law) necessary to address a problem identified. Refer back to the Three E's of traffic safety overhead. Those also eventually relate to informing the community in general.

# *Planning Model*

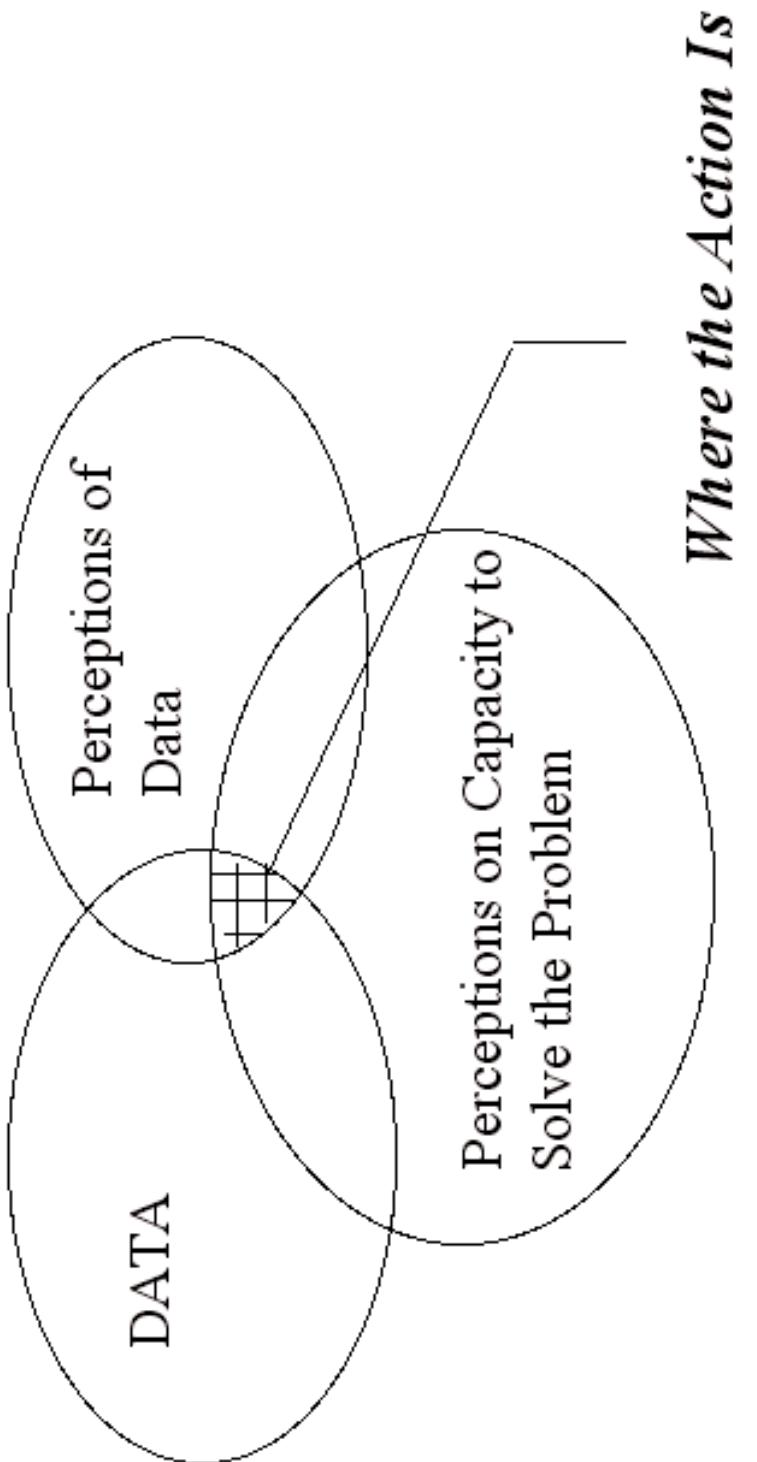


## **Partners Planning Process**

The planning model employed by the Partners for Rural Traffic-Safety process is fairly simple. The problem you are trying to resolve encompasses improvements in traffic safety. You have:-

1. Conducted both qualitative (Community Visioning Meeting) and quantitative (data sets from meeting No. 4) assessments and presented them to the Community Partner-Team, and-
2. Generated a list of potential resources or alternatives to address both perceived and real traffic safety problems.- Now each Community Partner Team member selects the-activities and alternatives he or she believes will address-community traffic safety problems. Those activities become-the plan for the 30-day campaign. The campaign is imple-mented, and the results are evaluated.-

# *Making Something Happen*



### **Where the Action Is**

The upper left circle represents the data and information you have collected and presented. Moving to the right side of the diagram, that circle represents whether people believe the data and accept it as a realistic reflection of the community. Just because a piece of data or opinion is expressed does not mean that people will embrace it. The last circle in the bottom middle represents the Community Partner Team member's perception of his or her ability to address the problem. When data and information are present, and people believe that the data are real and they sense they can do something about it, then there will be action.

## “PEARL” Test

- ★ Propriety - Is the program for the traffic safety problem suitable?
- ★ Economics - Does it make economic sense to do OR not do?
- ★ Acceptability - Will the community accept the program?
- ★ Resources - Is funding available or potentially available?
- ★ Legality - Do current laws allow the program?

### **PEARL Test**

Finally, the PEARL test evaluation model is presented. Within the bottom center circle, “perception of capacity to solve,” each member is evaluating the alternatives based on a decision tool called the PEARL test. PEARL means Propriety, Economics, Acceptability, Resources, and Legality. This is an easy way for people to determine the appropriateness, feasibility and plausibility of their selected intervention.

(An evaluation method for selecting alternatives in Chapter 8.)